

CHAPTER I

INTRODUCTION

In this chapter, the researcher explain about the background of the study, statement of the problem, objective of the research, significance of the research, scope of the research and definition of the terms.

1.1 Background of the Research

SMK Tamansiswa is vocational high school that has fewer facilities to support their teaching and learning process. It has three English teachers and there is LCD but just in some classes not in every class, English laboratory, and also any extra English club that exists around the middle of October, etc. When the researcher did the field Experience Program (PPL) in SMK Tamansiswa Kudus on September until November 2013, I had found the fact that some students still get difficulties in producing in written test. They faced some problem in writing a good text. They still made some mistake in content, vocabulary and grammar.

The tenth grade students of vocational high school in the second semester are supposed to express the meaning and the theoretical steps in simple and short essay in written accurately, fluently and acceptability to interact with others in writing text. But, the students of eleventh AP2 (Administrasi Perkantoran 2) grade of SMK Tamansiswa Kudus get many difficulties to express their ideas and opinions in writing competence. Not all students have the same ability to express their ideas and opinions in writing analytical exposition. They often have

difficulties with content, vocabulary, and grammar. They also have not enough knowledge of writing text in English.

Realia is a media that the researcher uses in teaching and learning process. In this research, the researcher uses the interesting media to make the students enjoy and more active in the class. The media is Realia, such as: tabloid, novel, book, and accessory, snacks, newspaper, coins, car toys and some objects from real life. It makes easier for students to understand the vocabularies that they need in constructing the text. By using realia, the students know what they will write. Writing is not an instant activity, it takes a process, and writing is a two-way process. When we write something, we usually expect somebody to read it. Like the other skills, writing cannot be separated from vocabulary and grammar. In teaching writing, automatically we have to deal with words and expressions vocabulary, and the rules that govern the syntax of its pattern, grammar.

There are some reasons of the problem, such as the students often make mistake in grammar, vocabulary and content in writing a text. The other reason is the teaching method was bored. In senior High School, English teacher faces a crucial problem in selecting and applying the technique that is suitable with the material of teaching for their students, especially in teaching writing. Only several teachers who have a good competence in English could apply the suitable techniques for teaching writing in their students.

Because of the reason, the researcher must look for the new strategy of teaching and learning process that involve the student more active, give the

contextual and relevant experience in real life. We also should pay attention this case. In this research, the researcher will try some efforts to improve the students. The researcher also show and analyze their mistakes in writing text by applying contextual learning using Realia in teaching writing text orally or written. It will help the students to express their ideas and opinions in writing the theoretical steps of a text.

Based on the background above, the researcher wants to improve the writing analytical exposition of the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015 by using Realia.

1.2 Statement of the Problem

Based on the background above, this research points at:

1. Can Realia improve the writing analytical exposition text of the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015?
2. What are the strengths and weaknesses of the use of Realia in writing analytical exposition text of the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015?

1.3 Objective of the Research

This study is conducted in order to achieve the goals as follow:

The general objective of this research is to improve the writing analytical exposition in the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015 by using Realia. While the special objectives are:

1. To find out if Realia can improve the writing analytical exposition of the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.
2. To find out the strengths and weaknesses of the use of Realia in writing analytical exposition of the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.

1.4 Significance of the Research

a. Theoretically

1. This research will help the readers who want to carry out a research about the use of realia to improve writing analytical exposition.
2. The other study can use this research to references for the next research.
3. The result will give information to the future of prospect of the teacher in the use of realia to improve writing analytical exposition.

b. Practically

1. It solves the teacher's problems in teaching writing.
2. It gives input the teachers to develop their ability in teaching and learning process.
3. It gives contribution in teaching and learning writing to the students and motivates them to improve the writing analytical exposition.
4. It gives information about one way to improve the writing analytical exposition in teaching and learning process that is teaching and learning by using realia.

1.5 Scope of the Research

This research focuses on writing analytical exposition in the eleventh (Administrasi Perkantoran 2) grade students of SMK Tamansiswa Kudus in the academic year 2014/2015 by using realia.

After the researcher reads of all the material of syllabus about the teaching writing material of SMK Tamansiswa Kudus in second semester, the writer concludes that the write a text materials which to be observe is the media of teaching and learning that is the realia to improve writing analytical exposition text.

Analytical exposition is a material that students have in eleventh grade. The material such as: the definition, generic structure, language features, and some example of text analytical exposition using realia.

The subject of this research is first semester of eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.

1.6 Operational Definition

In order to avoid misinterpretation, the researcher need to explain some important term in this research, they are:

1. Writing analytical exposition in this research is the ability on writing analytical exposition ideas.
2. Realia are objects from real life used in classroom instruction.
3. Eleventh Grade Students of SMK Tamansiswa Kudus is the students who are studying in the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015.

